

ARTICLE

THE IMPACT OF METACOGNITIVE STRATEGY: PREVIEW- QUESTION-READ-SUMMARIZE-TEST (PQRST) TO THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH KEDIRI



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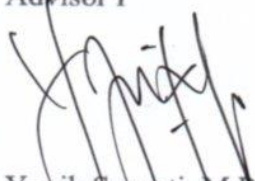

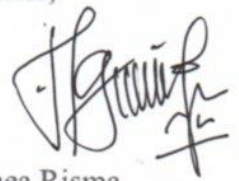
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ABSTRACT

This paper describes the application one of the technique of Metacognitive Strategy: Preview-Question-Read-Summarize-Test (PQRST) on the students' reading comprehension. This research was designed to know the students' reading comprehension before and after being taught using PQRST and investigate the impact of Metacognitive Strategy: PQRST to the students' reading comprehension at the eleventh grade of SMA Muhammadiyah Kediri in academic year 2017/2018. The aimed of this research was triggered by the fact that the sample under the study still faced problem in reading comprehension, especially in identifying main idea, determining synonym, determining antonym and determining explicit information of the text.

This research was conducted by using pre-experimental quantitative design, namely one group pre-test post-test design. The population of this research was the students of the eleventh grade of SMA Muhammadiyah Kediri. The samples were 39 students consisted of 21 females and 18 males of XI-IPA. The data was collected by three steps; pre-test, treatment and post-test. The data were analyzed using Paired Sample T-test of IBM SPSS Statistic version 23.

The result of this research showed that the mean score of pre-test and post-test was 22,051 with standard deviation 9,981. The result also showed that t-score 13,797 with the significant (2-tailed) score is lower than 0,05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant impact of PQRST to the students' reading comprehension changed positively. The aspects of reading which are increased especially in identifying main idea and determining explicit information.

Based on the result of the research, there was a significant impact of using PQRST on students' reading comprehension of narrative text. It is suggested for the teacher to apply this technique in other genre of the text, and it is better for the teacher to consider the time allocation because this technique need a long time. Then, for other researchers can investigate this technique in the indicator of determining explicit information that the score just have little achievement in the aspect of reading and also apply PQRST in other genre and level of class.

Key words: Metacognitive Strategy, PQRST, Reading Comprehension

I. BACKGROUND

Reading is one of the four important language skills that should be mastered by the students in Senior High School. Through reading, people can be capable of knowing everything they want. "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" Nunan (2003:68). Background knowledge includes all of the experiences that a reader brings to a text. It means that the readers should relate to the background knowledge to create the meaning of the text.

Generally, people agree that reading is an important language skill to learn by students because through reading students can enrich new knowledge. Patel and Jain (2008:113) state, "Reading is an important activity in life which one can update his/her knowledge. Reading skill is an important tool for academic success." It means reading text is very important to do by people, because through reading people can improve new knowledge and get information.

Considering the importance of reading, people can improve their knowledge if they have the ability of reading comprehension. Pang et.al (2003:6) state comprehension is a process of making sense of word,

sentences and connected texts. Students typically use background knowledge, vocabulary, grammatical knowledge, and other strategies to help them understand written text. It can be concluded that reading comprehension is the ability to read a text, process it, and understand the meaning completely and be familiar with the text that has been read. The students are required to be able to catch the meaning from each of the sentences of the text and connect the meaning delivered by the authors.

But, not all the students are good readers. Every student has different ability to comprehending the text and got some difficulty to understanding a part of reading text. It is supported by Mikulecky and Jeffries (2005:277) "Many students have trouble comprehending what they read in English. Since they can read in their own language, they sometimes blame their comprehension difficulties on the English language or on their own lack of ability. In fact, the problem usually lies in their approach to a text." The problem of reading is not only remembering the text but also understanding the meaning, structure, and the content of the text. It also caused by approach that they used in reading. However, most of the students in senior high school still have

problems and difficulties in reading especially reading comprehension. Based on the writer's experience during teaching practice at SMA Muhammadiyah Kediri, there are several reasons why the students find problems and difficulties in reading the text. Many students only focus on how to correctly pronounce written words on the text. Traditionally, teacher tends to propel the students to read the text by traditional ways. However, students who require most of their mind space decode words; have little room to process meaning. As a result, they have difficulty in accessing information and to comprehend the text.

In order to solve that problem, a good technique, method, or strategies should be used in order to make students become active, interest, and comprehend about the main point of the reading text. McNamara (2007:34) states that "reading strategies are important to gain successful in comprehension. Teacher should pay attention in how to make reading comprehension activities more interesting and understandable. One of the strategies that can be applied is using metacognitive strategy. Ashman & Conway (1993:33-45) in Senay (2009), metacognitive strategies are

related to how we think and learn. It refers to awareness in the individual of his/her systematic thinking about his/her own learning process. The aimed is to help students to think methodology in all three levels of reading processes, namely before, during, and after reading. Metacognitive strategies in reading also has been used in teaching reading for senior high school by using In My Head (Trinoviyani, Tiarina 2013) and has been used by RAP technique in teaching reading for senior high school (Zahra, Fitra 2017). In their research, the implementation of the RAP could improve the students' reading comprehension.

Keene (2007:21) argued that to make students to understand a particular text well, students do not have to use many metacognitive strategies. Teacher can choose one or two suitable technique in teaching reading. The technique of metacognitive strategy is PQRSST to be solution of those problems in reading comprehension. Sulistiyo (2011:94) defines PQRSST (Preview, Question, Read, Summarize, Test) technique is useful as an instructional reading by paying attention to key information in reading activities. It helps the students

focus on studying the text, attract the students motivation have a long-term memory in main ideas and details in a text. It supported by Thomas and Robinson in Malia (2015:3) “PQRST is one of strategies that can lead the students reading comprehension”. It means PQRST is proposed as the treatment to improve the student’s reading comprehension since it has a well-organized stage. Based on both concepts above, it can be concluded that PQRST technique can create enjoyable condition by helping students to activate their background knowledge before reading and evaluating their comprehension after reading. PQRST is technique used to help students understand, remember what they read and help the learning processing in the class.

The differences from previous research, here the researchers want to find out the impact of Metacognitive Strategy: PQRST to the eleventh grade students’ reading comprehension. In this research, the researcher just focused on one of the technique in metacognitive strategy that is PQRST on reading narrative text. Therefore, it is necessary to do research because the application of PQRST technique is

having purpose to help the students increase reading comprehension.

II. RESEARCH METHOD

. In this research, the researcher decided to uses quantitative research design. The aimed of this research wanted to know the result by the number to seek and measure impact of Metacognitive Strategy: PQRST to the students’ reading comprehension. The technique used pre-experimental quantitative design, namely one group pre-test post-test design. The population of this research was the students of the eleventh grade of SMA Muhammadiyah Kediri. The sample was 39 students consisted of 21 females and 18 males of XI-IPA. The researcher used clustering sampling because the school had classified the students into some classes in the same level of ability. The researcher conducted the technique of collecting data by using test distributed into pre-test and post-test. The test intended to know the impact of PQRST technique. The data analyzed using Paired Sample T-test of IBM SPSS Statistic version 23.

III. FINDING AND DISCUSSION

Based on the data has been analyzed by using SPSS Statistic version 23, the aimed of this research was to find out the answer of question research that is the students' reading comprehension before and after being taught using PQRST is and whether there is significant impact of Metacognitive Strategy: PQRST to the students' reading comprehension at the eleventh grade of SMA Muhammadiyah Kediri.

The first finding, students' reading comprehension is low in identifying main idea and determining explicit information of the text. It is supported by Trinoviyana, Tiarina (2013) they found the problem of reading come from the teacher. It makes the students lack confidence to think-aloud about what they have read, poor vocabulary, and find any difficulties with the sentence structure and word order. One of the problems is students have difficulties in determining implied meaning and explicit information of the text. But, as it lined by Zahra, Fitrawati (2017) they found the students do not have any concern about the content of the text such as reference meaning is very difficult for students. In line with Khoiriah, Suparman (2015) they found

the students were lack of vocabulary and main idea. It means that vocabulary and main idea for reading comprehension rather difficult for students. From those statements it can be concluded that learning reading aspect such as determining explicit information, identifying main idea, and reference meaning are difficult for students.

The second finding, PQRST help students to increase their aspect of reading such as identifying main idea and determining explicit information. Haeriyanto (2012) reported that PQRST strategy can improve or progress the students' reading comprehension skills. The students are more active in the class in terms of sharing ideas, asking and answering questions. In other words, this strategy can help the students to find out the main idea and supporting details that relate to the text. In line with Khoiriah, Suparman (2015) the aspect of identifying main idea and vocabulary aspect also got improvement in post-test after being taught using PQRST technique. Trinoviyana, Tiarina (2013) argued that the students got achievement after being taught using In My Head one of the technique of Metacognitive Strategy. It showed from the post-test result, the aspect of reading such as determining explicit information increased than pre-test

score. It means the aspect of reading above increased reading comprehension. This is proved by this research which showed that PQRST increased students' identifying main idea and determining explicit information. It can be seen from the result of pre-test and post-test score of the students.

The third finding, using PQRST has significant impact to the students' reading comprehension after being taught in teaching reading. It is supported by Susanti (2013), she concluded that PQRST strategy is effective to improve students' reading comprehension. The discussion of the new vocabulary in preview and question steps of PQRST was done through some ways namely by guessing topics or title, implementing 5W1H question form. It could help the students to comprehend the new vocabulary, main idea or supporting details of the text. The students can increase their comprehension of the text being read.

According to research finding and the data supported above, it can be concluded students' reading comprehension before being taught using PQRST was low, and students' reading comprehension after being

taught PQRST was increased and also there was significant impact of PQRST to the students' reading comprehension.

IV. CONCLUSION

This research, researcher found that Metacognitive Strategy: PQRST has an impact on students' reading comprehension at the eleventh grade of SMA Muhammadiyah Kediri. First, the score of students' reading comprehension after using PQRST is higher than the score before using PQRST. Also the result of t-test is higher than t-table. It means there was significant impact on PQRST to students' reading comprehension at the eleventh grade of SMA Muhammadiyah Kediri. The second, all of aspects in reading comprehension were increased especially in identifying main idea and determining explicit information. So, using the technique of metacognitive strategies: PQRST can help students to think to higher level because they can monitor their thinking process. It means the students find the solution to the problem and develop their thinking.

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